**Lesson Plan Format**

**Teacher Candidate \_\_\_\_\_\_Tripp Floyd\_\_\_\_\_\_\_ Grade Level\_\_\_9(-12)\_\_\_**

**Date of lesson\_\_\_\_\_November 14\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The unit goal is to give political, cultural and historical insight into the affects of Japanese Imperialism on the Koreas, China, and Okinawa. In accordance with the Department of Defense Education Activity (DoDEA) curriculum for **Social Studies: Asian Culture** (SSAC) this unit will fulfill the SS Skills, theme three and eight, which states:

**SK – Skills** The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

* **SK1a:** formulate and communicate an opinion based on critical examination of information.
* **SK1c:** design and develop a personal database.
* **SK1d:** access and use electronic databases and communication networks of all types including the Internet.

**SS3 Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

**Standards:**

* **SS3b:** discuss economic and social changes that have resulted from contact with foreign nations.

**SS8 Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, andgovernance, so that the learner can:

**Standards:**

* **SS8d:** analyze the influences of foreign nations on Asian governments and economies.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

This is the initial assessment of students’ knowledge on the material presented. They are, however, exposed often to Japanese and other foreign cultures due to their unique living and academic environment. Some may have roots in, lived in, or been to Okinawa, mainland Japan, Korea, or China.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

The objectives of this lesson are:

* Given a site outlining how to analyze a primary source the students will be able to establish a foundation for effective research skills.
* Identify what Imperialism is in terms of definition and personal interpretation through research and discussion.
* Formulate and communicate an facts and developed opinions based on critical examination of information.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Assessment will be based on three main areas:

* Participation in class discussion
* Retrieved primary sources
  + Quality
  + Validity
* Assess Political Photos
  + Worksheet
* Define positions and roles in newspapers.
  + Writers
  + Editors
  + Graphic Designers
    - Cartoonist
  + Photographers
  + Cinematographer
    - For video broadcast
* Set the expectations, delegate positions and agree on a rubric for the research project “Writing for The Imperialist.”

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**Online Resources:**

* **Analyzing Primary Sources:** [**http://www.edteck.com/dbq/more/analyzing.htm**](http://www.edteck.com/dbq/more/analyzing.htm)
* **Imperialism Definition:** [**http://dictionary.reference.com/browse/imperialism**](http://dictionary.reference.com/browse/imperialism)
* **Resources for Japanese Imperialism:** [**http://www.fordham.edu/halsall/mod/modsbook34.asp#The%20Japanese%20Exception**](http://www.fordham.edu/halsall/mod/modsbook34.asp#The%20Japanese%20Exception)
* **Newspaper Job Descriptions:** [**http://www.prospects.ac.uk/types\_of\_jobs\_publishing\_and\_journalism.htm**](http://www.prospects.ac.uk/types_of_jobs_publishing_and_journalism.htm)
* **Political Cartoons:**[**https://whewert.wikispaces.com/file/view/pcjapaneseimperialism.jpg/34122409/pcjapaneseimperialism.jpg**](https://whewert.wikispaces.com/file/view/pcjapaneseimperialism.jpg/34122409/pcjapaneseimperialism.jpg)

[**http://www.fresno.k12.ca.us/divdept/sscience/history/devilfish.jpg**](http://www.fresno.k12.ca.us/divdept/sscience/history/devilfish.jpg)

**Worksheets:**

* **Editorial Cartoon Analysis Worksheet**

***Truman Presidential Museum & Library***

* **Newspaper Job Descriptions**

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Direct/Inquiry Based/** **Analyzing Perspectives:**

Direct instruction will be used in order to properly teach the students what is considered a proper primary source. The Inquiry-based instruction mixed with analyzing perspectives is best suited for the second part of the lesson. This will help motivate the students to ask questions and assume the roles of people in another situation.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* Two political photos will be presented to the class, one pertaining to the English imperialism and the other to Japanese imperialism. A discussion will be held on the students’ interpretations of what they have observed.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* After a brief discussion about the interpretations of the political cartoons the students will create a KWL of Imperialism and how it applied to the Japanese. This will be followed up with the class researching and discussing what Imperialism means by definition.
* With this new knowledge of Imperialism the teacher will distribute Editorial Cartoon Analysis Worksheet for the students to use critical thinking to further interpret the cartoon in Part 1 and 2.
* Once they finish Part 1 and 2 of the paper, the students will break into groups to share their thoughts and work. Then as a class, discuss the questions raised in Part 3 and how it ties in with the unit activity “Writing for The Imperialist”.
* After a discussion about the generals of the unit activity, the class will discuss the difference between primary and secondary sources with a review of an “analyzing primary sources” website.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* The lesson will conclude with a discussion adding to the KWL made earlier in class.
* As a homework assignment the class will research positions within a newspaper and video news crew and write a brief description of the duties for each role. They will be encouraged to select a position they would want to hold by next class.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Suzy Q. | English Second Language (ESL)   * The student has difficulty comprehending what is being said in class. Often encounters trouble carrying out tasks. | The student will be partnered with someone who can speak their language or with a student who can patiently and kindly work through the language barrier. Instructions will be delivered at a slow and clear pace. |
|  |  |  |
|  |  |  |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

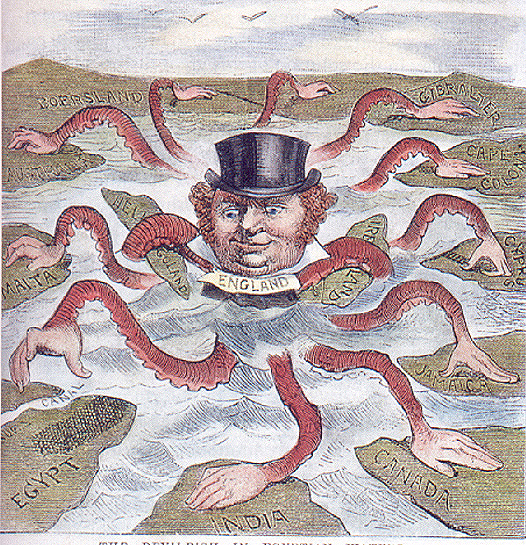
**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?

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**Newspaper Job Descriptions**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Hour \_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions**: Research and provide a brief explanation of the responsibilities of each of the following positions.

1. Writers

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1. Editors

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Graphic Designers

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Cartoonist

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Photographers

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Cinematographer

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Select two positions you would like to have and explain why you think you are qualified for them.

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**Editorial Cartoon Analysis**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Hour \_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part 1**

**1. Describe the action taking place in the cartoon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**2. Explain the cartoonist’s message in the drawing and caption \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**3. Is this cartoon easy to figure out? Why or why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**4. Does this cartoon require you to have a lot of background information on this issue, event or person?**

**\_\_yes \_\_no Explain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**5. Who is the cartoonist? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6. List any persons portrayed in the drawing:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7. Did the cartoonist exaggerate any physical features of a person? If yes, describe how it was done.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**8. Were any symbols used? \_\_yes \_\_no If yes, what do they represent?**

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**9. Which person or group(s) may be most likely to agree with its message? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**10. Which person or group(s) may disagree with the cartoon’s message? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Activities:**

**Part 2**

**1. Describe in detail and/or draw another cartoon that would be different from this one but yet would contain the same message.**

**2. Describe in detail and/or draw a cartoon you could create that would convey an opposite message.**

**Part 3**

**3. Discuss with others your response to the following scenarios:**

• **You are a Japanese editorial cartoonist for a local newspaper. You plan to draw and publish a cartoon critical of the Imperial Expansion. You have been asked by the local authorities to not publish your work. Respond.**

**4. General discussion:**

• **Should any topic be taboo for an editorial cartoon? Any article in general? Who should determine what is inappropriate or “off limits”? The cartoonist? The magazine or newspaper publisher?**

***Truman Presidential Museum & Library***